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ABSTRACT

Intended to help improve the counseling services offered vocational education students in Louisiana, this handbook includes a compilation of the strategies used by student personnel officers throughout the state to meet the needs of students and industry. The strategies appear as part of a sample implementation plan for a comprehensive, competency-based vocational guidance program. The plan deals with competencies from five goal areas (recruitment, assessment, employability training, placement, and follow-up). The handbook also includes these elements: a rationale for a new direction, which describes the new program and the student personnel officer's role in it; a graphic representation of a conceptual model of student personnel services at Louisiana vocational-technical schools; a short narrative entitled Philosophy of Student Personnel Services in the Louisiana Vocational-Technical System; and an inventory of the results of a needs assessment used to determine how important students, community members, and others think each program competency is. (CML)

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Student Personnel Services Officer

DIRECTIONS FOR THE FUTURE:

A Student Personnel Services Handbook

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DIRECTIONS

FOR

THE

FUTURE

A STUDENT PERSONNEL SERVICES HANDBOOK
for the
LOUISIANA VOCATIONAL TECHNICAL SCHOOL SYSTEM

DECEMBER, 1986

ACKNOWLEDGEMENTS

This publication represents the cooperative efforts of vocational technical school Student Personnel Services Officers, New Orleans Regional Vocational Technical Institute and the Office of Vocational Education. Special recognition goes to Amilynn Clesi and Susan Gaston who served as Project Consultants in the development of the handbook. Also, a special recommendation goes to the members of the writing team who worked so diligently to make the publication a reality.

Elaine Webb, Ed.D.
Assistant Superintendent
VOCATIONAL EDUCATION

PROJECT TITLE

DIRECTIONS FOR THE FUTURE:
A STUDENT PERSONNEL SERVICES HANDBOOK

PROJECT DIRECTORS

Mrs. Em Tampke

Justin Lemaitre

Funded by
The State of Louisiana
Department of Education
Office of Vocational Education

Institution Name New Orleans Regional Vocational Technical Institute

Date June 23, 1987

RESEARCH

1987

Office of Vocational Education

LOUISIANA DEPARTMENT OF EDUCATION

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FOREWORD

This handbook for Student Personnel Services Officers, Directions For The Future, was produced as the result of a project funded by the Louisiana State Department of Education to the New Orleans Regional Vocational Technical Institute. This handbook represents the concerted efforts of a task force and was developed for the express purpose of aiding experienced as well as beginning Student Personnel Services Officers. Input was incorporated as received from respondents which included vocational technical school directors, fellow student personnel services officers, advisory council members, and students. It contains a compilation of those strategies used by Student Personnel Services Officers throughout the state to meet the needs of students and industry.

We believe that this will make a major contribution to the improvement of counseling services offered to students in Vocational Education in Louisiana.

Thomas G. Clausen, Ph.D.
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Acknowledgements

In the fall of 1985, Em Tampke, then Director of the New Orleans Regional Vocational School, applied for Federal Vocational funds to develop a comprehensive handbook for Student Personnel Services Officers. This handbook was designed to provide Directions for the Future for vocational technical school students.

This project was designed and implemented under the direction of vocational counseling consultants, Amilynn M. Clesi and Suzan Gaston.

A task force consisting of student personnel services officers from throughout the state, with input from their directors, fellow student personnel services officers, advisory councils, and students was formed to develop this project.

Many thanks go to these people who gave their time, talent, and energy to design this SPSO Handbook. Additional thanks is extended to Justin Lemaitre, Director of the New Orleans Regional Vocational Technical School, who coordinated this project.

Following is a list of those persons who worked so hard to bring this project together.

Task Force Members:

Name	School	Region
A. J. Belletto	New Orleans Regional Vo-Tech	I
Mary Boatner	Jefferson Vo-Tech	I
Dildred S. Womack	Florida Parish Vo-Tech	II
Jerry Felder	Slidell Vo-Tech	II
Yvonne Prejean	Young Memorial Vo-Tech	III
Joanne Coignet	South Louisiana Vo-Tech	III
Gen Solar	Lafayette Regional Vo-Tech	IV
Susan Simmons	Sowela Vo-Tech	V
Jane C. Purser	Huey P. Long Vo-Tech	VI
Ruth Williams	Concordia Vo-Tech	VI
Ronald Wright	Sabine Valley Vo-Tech	VII
Delores Tucker	Natchitoches Vo-Tech	VII
Dave De Rousse	Delta-Ouachita Vo-Tech	VIII
Harold Wooden	Tallulah Vo-Tech	VIII

FOREWORD

The diversity of individuals seeking training at Louisiana's vocational technical schools and the increasing emphasis by the Federal Government on counseling and assessment services for special student populations have increased the importance of the role of the Student Personnel Services Officer. The increased responsibility of the Student Personnel Services Officer and the resultant increased workload dictate a compilation of strategies to assist with the completion of assigned duties. The information contained in this journal is a compilation of those strategies used by Student Personnel Services Officers throughout the state to meet the needs of students and industry. They are presented to you for your review and use as a resource in the discharge of your duties.

RATIONALE FOR A NEW DIRECTION

A career is now considered to be more than just an occupation; it has both a longitudinal dimension with sequential roles such as student, worker, and retiree, and a cross-sectional dimension consisting of the interactive relationships between job, family, and community roles. Vocational students now face a wide range of choices in occupations, career patterns, and life styles. To deal with these choices wisely they need:

*extensive practice in problem-solving and decision-making.

*access to occupational information and skill in processing information efficiently.

*an understanding of personal interests, values, and abilities and the importance of each to life/career satisfaction.

*knowledge of social and economic trends and their effect on individual life/career development.

Leaders in the vocational guidance field have recently advocated a comprehensive program that would meet the complex guidance needs of today's students and, at the same time, resolve many of the problems experienced by vocational guidance in the past. If fully implemented, the proposed program could very well decrease costs and increase effectiveness. Instead of a set of loosely related services, the new program would:

*consist of interrelated and interdependent services organized around a conceptual model.

*be an integral part of the total vocational education system.

*address the life/career development needs of all students.

*be student-outcome oriented rather than counselor-activity oriented.

*contain a self-monitoring system to provide for systematic program improvement.

STUDENT PERSONNEL SERVICES OFFICER'S ROLE:

In the past, undefined and/or unrealistic expectations of vocational guidance programs have made SPSO's particularly vulnerable to criticism and assignment to inappropriate (usually clerical) tasks. Vocational guidance has often been viewed as an ancillary (and dispensable) service. Unfortunately, counselor training institutions have perpetuated this problem by emphasizing vocational counselors' roles as therapists and minimizing their roles as educators. The new comprehensive competency-based program would put school SPSO's back in the mainstream of vocational education and would require a more professional and cost-effective use of their skills.

While one-to-one counseling is still recognized as quite valuable in some cases, it is no longer seen as a cost-effective or viable means for delivering comprehensive vocational guidance services. The new program requires SPSO's to "stretch" their skills by:

*engaging in more group counseling and vocational guidance activities.

*formalizing and coordinating vocational teachers' and the communities' roles in delivering vocational guidance.

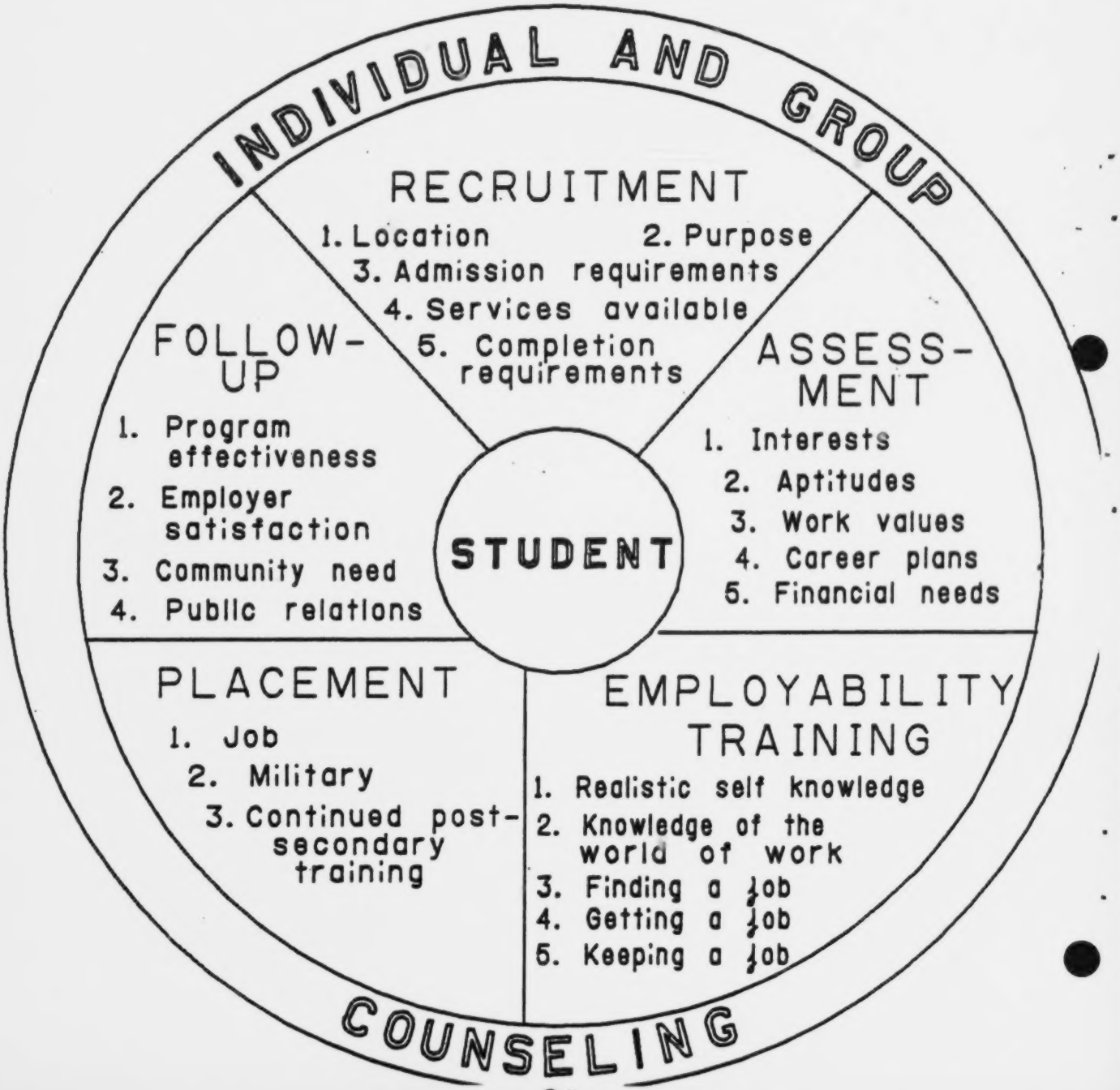
*sharing expertise with teachers and the community through individual and group consultation.

*learning how to extend measurement concepts from the individual to the program level (thus acquiring the expertise to develop and manage a self-monitoring program evaluation system).

*providing change-agent leadership for on-going program improvement.

*Adapted, in part, with permission by:
Counseling and Personnel Services Clearinghouse

CONCEPTUAL MODEL OF STUDENT PERSONNEL SERVICES AT LOUISIANA VOCATIONAL - TECHNICAL SCHOOLS



Philosophy of Student Personnel Services

in the

Louisiana Vocational Technical System

The vocational guidance program emphasizes the development of each student's self-understanding and self-directed career decision-making skills integrated within the total vocational education program. This process leads to the identification and development of the natural talents and abilities of each student and, in doing so, will enhance personal self-esteem and enable the individual to be a productive member of society.

GOALS

The Louisiana Vocational Technical System will assist potential clients, students, and graduates to acquire and demonstrate competencies in the following goal areas:

1. Recruitment

   All potential clients of the Louisiana Vocational Technical System will receive adequate information enabling them to enroll in a state vocational technical school.

2. Assessment

   All enrollees of a Louisiana Vocational Technical School will be assessed to determine their academic and career potentials.

3. Employability Training

   All students of a Louisiana Vocational Technical School will acquire and demonstrate job seeking and holding competencies.

4. Placement

   All students of a Louisiana Vocational Technical School will receive assistance in locating employment.

5. Follow-up

   All graduates of a Louisiana Vocational Technical School will be contacted after graduation to determine if they obtained and maintained placement appropriate to their training.

Goal

OBJECTIVE:
1.1 To identify training opportunities at state postsecondary vocational technical schools in the area.

	ANTICIPATED OUTCOMES/COMPETENCIES
Individuals in the community	1.1.1 Be able to access names and locations of the postsecondary vo-tech schools in their area
	1.1.2 Be able to obtain information about the vo-tech school in their area.
	1.1.3 Understand the purpose of the postsecondary vo-tech schools.
	1.1.4 Understand the benefits of the training offered.
	1.1.5 Be aware of the various programs offered and length of training involved.
	1.1.6 Identify entrance requirements for school and programs.
	1.1.7 Know procedures for admission.
	1.1.8 Be aware of cost of training.
	1.1.9 Identify financial aid programs available.
	1.1.10 Be familiar with length of school hours and school calendar.
	1.1.11 Know that placement services are available.
	1.1.12 Be aware of academic and practical skill levels required to maintain satisfactory program completion in their course of study.
	1.1.13 Be aware that opportunities for training for the handicapped and disadvantaged are available.

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state postsecondary vocational—technical schools in the area.

ANTICIPATED OUTCOME:

1.1.1 Be able to access names and locations of the state post-secondary schools in their area.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. Respond to requests for information from applicants.	Brochures, catalogs, interviews with school staff, high school counselors, public agencies, advisory and craft committees, current and former students, and mass media.	Daily	SPSO, clerk or student aides.	Survey conducted at orientation. Personal interview.
B. Career days, personal interviews, open houses, multi-media presentations.	Same	*as scheduled	SPSO's, instructors.	Same

*on individual plans, this should be specific

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state postsecondary vocational-technical schools in the state.

ANTICIPATED OUTCOME:

1.1.2 Be able to obtain information about the vo-tech schools in their area.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. Respond to requests for information from applicants.	Brochures, catalogs, interviews with school staff, high school counselors, public agencies, advisory and craft committees, current and former students, and mass media.	Daily	SPSO, clerk or student aides.	Survey conducted at orientation. Personal interview.
B. Career days, personal interviews, open houses, multi-media presentation.	Same	*as scheduled	SPSO's, instructors	Same

*on individual plans, this should be specific

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state postsecondary schools in the area.

ANTICIPATED OUTCOME:

1.1.3 Understand the purpose of the postsecondary vo-tech school.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. Disseminate reading material to prospective applicants.	Brochures, handbooks, catalogs	Daily	SPSO, clerk or student aides.	1. Number of requests made for printed material. 2. Number of applicants & inquiries in logs
B. Make presentations at career days/nights, open houses, personal interviews, public and community agencies, TV and Radio stations.	Video and slide presentations. Brochures, handbooks, catalogs	*as scheduled	SPSO, faculty, staff, students craft committee members.	1. Number of requests for speakers. 2. Number of participants at open house and career days, etc. 3. Number of requests for information because of awareness developed from viewing and listening to presentations.

*on individual plans, this should be specific.

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state postsecondary vocational-technical schools in the area.

ANTICIPATED OUTCOME:

1.1.4 Understand the benefits of the training offered.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. Present information about the following benefits to all previously mentioned audiences: 1. GED acquistion 2. Placement statistics 3. Career opportunities 4. Improvement of basic skills 5. Availablity of counseling (personal, social, career)	* Available information on the benefits.	Daily and as scheduled.	SPO, staff, students, craft committee members.	1. Number of requests for information. 2. Availability of material on benefits. 3. Number of pre sentations made on benefits. 4. Student Response Form

*on individual plans, this should be specific

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state postsecondary vocational-technical schools in the area.

ANTICIPATED OUTCOME:

1.1.5. Be aware of the various programs offered and lengths or training involved.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
Dissemination of information at the following: - career days/nights - open houses - personal interviews - civic and community organizations - churches - public agencies - special interest groups - walk-ins - telephone inquiries - TV, radio, and newspaper interviews - Vocational Technical Orientation	*1. Printed information relative to the topic. *2. Video & slide presentations relative to topic.	* as scheduled	SPSO, students, staff, and craft committee.	1. Number of requests for information. 2. Number of presentations. 3. Surveys, questionnaires. 4. Printed material. 5. Media presentation. 6. Orientation Documentation

*on individual plans this should be specific

IMPLEMENTATION PLAN (SAMPLE)

2

Recruitment
Goal

Objective:

1.1 To identify training opportunities at state postsecondary vocational-technical schools in the area.

Anticipated Outcome:

1.1.6 Identify entrance requirements for school and programs.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
Dissemination of information at the following: – career days/night – open houses – personal interviews – civic and community organizations – churches – public agencies – special interest groups – walk-ins – telephone inquiries – TV, radio, and newspaper interviews – Vocational Technical Orientation	*1. Printed information relative to topic. *2. Video and slide presentations relative to topic.	*as scheduled	SPSO, students, staff and craft committee.	1. Number of requests for information. 2. Number of presentations. 3. Surveys, questionnaires 4. Printed material 5. Media presentation. 6. Orientation documentation.

*on individual plans this should be specific

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state postsecondary vocational-technical schools in the area.

Anticipated Outcome:

1.1.7 Know procedures for admission.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
Dissemination of information at the following: – career days/night – open houses – personal interviews – civic and community organizations – churches – public agencies – special interest groups – walk-ins – telephone inquiries – TV, radio, and newspaper interviews – Vocational Technical Orientation	*1. Printed information relative to topic. *2. Video and slide presentations relative to topic.	*as scheduled	SPSO, students, staff and craft committee.	1. Number of requests for information. 2. Number of presentations. 3. Surveys, questionnaires. 5. Media presentations. 6. Orientation documentation. 7. Applications received on a timely basis. 8. All required forms received in compliance with requirements. 9. Attendance at required activities. 10. Financial obligations are met relative to enrollment.

*on individual plans this should be specific

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state post-secondary vocational-technical schools in the area.

Anticipated Outcome:

1.1.8 Be aware of cost of training.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
Dissemination of information at the following: – career days/night – open houses – personal interviews – civic and community organizations – churches – public agencies – special interest groups – walk-ins – telephone inquiries – TV, radio, and newspaper interviews – Vocational Technical Orientation	*1. Printed information relative to topic. *2. Video and slide presentations relative to topic.	*as scheduled	SPSO, students, staff and craft committee.	1. Number of requests for information. 2. Number of presentations. 3. Surveys, questionnaires. 5. Media presentation. 6. Orientation documentation. 7. Financial obligations are met by students. 8. Number of completed applications for financial aid. 9. Number of students who attend formal registration and orientation. 10. Number of financial aid brochures disseminated in a fiscal year.

*on individual plans this should be specific

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state postsecondary vocational-technical schools in the area.

Anticipated Outcome:

1.1.9 Identify financial aid programs available.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
Dissemination of information at the following: – career days/night – open houses – personal interviews – civic and community organizations – churches – public agencies – special interest groups – walk-ins – telephone inquiries – TV, radio, and newspaper interviews – Vocational Technical Orientation	*1. Printed information relative to topic. *2. Video and slide presentations relative to topic.	*as scheduled	SPSO, students, staff and craft committee.	1. Number of requests for information. 2. Number of presentations. 3. Surveys, questionnaires. 4. Printed material. 5. Media presentation. 6. Orientation documentation. 7. Number of financial information requests 8. Number of completed financial aid applications. 9. Number of financial aid recipients. 10. Completed documentation for processing financial aid applications.

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state post-secondary vocational-technical schools in the area.

Anticipated Outcome:

1.1.10 Be familiar with length of school hours and school calendar.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
Dissemination of information at the following: -career days/nights -open houses -personal interviews -civic and community organizations -churches -special interest groups -walk-ins -telephone inquiries -TV, radio, and newspaper interviews -Vocational Technical Orientation	*1. Printed information relative to topic. *2. Video and Slide presentations relative to topic.	*as scheduled	SPSO, students, staff and craft committee.	1. Number of requests for information. 2. Number of presentations. 3. Surveys, questionnaires. questionnaires. 4. Printed material. 5. Media presentation. 6. Orientation documentation. 7. Number of students satisfying attendance requirements. 8. Number of appointments and jobs outside of school hours. 9. Signed copy of attendance policy.

*on individual plans, this should be specific

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state post secondary vocational-technical schools in the area.

Anticipated Outcome:

1.1.11 Know that placement services are available.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
*Dissemination of information at the following: * -career days/nights -open houses -personal interviews -civic and community organizations -churches -public agencies -special interest groups -walk-ins -telephone inquiries -TV, radio, and newspaper interviews -Vocational Technical Orientation	1. Printed information relative to topic. 2. Video and Slide presentations relative to topic.	*as scheduled	SPSO, students, staff and craft committee.	1. Number of requests for information. 2. Number of presentations 3. Surveys, questionnaires. 4. Printed material. 5. Media presentation. 6. Orientation documentation. 7. Number of requests for assistance with placement. 8. Number of students placed by the school. 9. Number of job orders.

*on individual plans this should be specific

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state post-secondary vocational-technical schools in the area.

Anticipated Outcome:

1.1.12 Be aware of academic and practical skill levels required to maintain satisfactory progress necessary to complete their course of study.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
Dissemination of information at the following: -career days/nights -open houses -personal interviews -civic and community organizations -churches -public agencies -special interest groups -walk-ins -telephone inquiries -TV, radio, and newspaper interviews -Vocational Technical Orientation	*1. Printed information relative to topic. *2. Video and Slide presentations relative to topic. 3. Information concerning special needs and adult education classes. 4. Information relative to academic probation and termination.	*as scheduled	SPSO, students, staff and craft committee.	1. Number of requests for information. 2. Number of presentations. 3. Surveys, questionnaires. 4. Printed material. 5. Media presentation. 6. Orientation documentation. 7. Number of applicants choosing training commensurate with abilities

*on individual plans this should be specific

IMPLEMENTATION PLAN (SAMPLE)

RECRUITMENT
Goal

Objective:

1.1 To identify training opportunities at state post-secondary vocational-technical schools in the area.

Anticipated Outcome:

1.1.13 Be aware that opportunities for training for the handicapped and disadvantaged are available.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
Dissemination of information at the following: -career days/nights -open houses -personal interviews -civic and community organizations -churches -public agencies -special interest groups -walk-ins -telephone inquiries -TV, radio, and newspaper interviews -Vocational Technical Orientation	*1. Printed information relative to topic. *2. Video and Slide presentations relative to topic. 3. Information on the opportunities for handicapped and disadantaged as well as information on program flexibility.	*as scheduled	SPSO, students, staff and craft committee.	1. Number of requests for information. 2. Number of presentations. 3. Surveys, questionnaires. 4. Printed material. 5. Media presentation. 6. Orientation documentation. 7. Number of handicapped and disavantaged submitting applications for entry. 8. Number of applicants who enter the school who are handicapped and disadvantaged. 9. Number of handicapped and disadvantaged who are retained in program and placed.

*on individual plans this should be specific

OBJECTIVE:

2.1 To develop realistic self-knowledge as it relates to selecting a career choice.

	ANTICIPATED OUTCOMES/COMPETENCIES
The student will:	2.1.1 Identify his/her interests. 2.1.2 Identify his/her aptitudes and abilities. 2.1.3 Identify his/her work values. 2.1.4 Develop a vocational plan consistent with identified interests, aptitudes and values.

IMPLEMENTATION PLAN (SAMPLE)

ASSESSMENT
Goal

Objective:

2.1 To develop realistic self-knowledge as it relates to selecting a career.

Anticipated Outcome

2.1.1 Identify his/her interests.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. The student will be administered an interest inventory.	Interest inventory	45 minutes	SPSO, student assistant.	Copy of test results.
B. The student will be given an interview to determine their interests.	Prepared interview questions and completed profile folder.	15-30 minutes	SPSO.	Completed student data sheets and program selection.

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IMPLEMENTATION PLAN (SAMPLE)

ASSESSMENT
Goal

Objective:

2.1 To develop self-knowledge as it relates to selecting a career.

Anticipated Outcome

2.1.2 Identify his/her aptitudes and abilities.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. The student will be administered an achievement test.	Achievement test	3 hours	SPSO and/or assistant.	Copy of test results.
B. The student will be administered an aptitude test.	Aptitude test	1-3 hours	SPSO and/or assistant.	Copy of test results.

IMPLEMENTATION PLAN (SAMPLE)

ASSESSMENT
Goal

Objective:

2.1 To develop self-knowledge as it relates to selecting a career.

Anticipated Outcome

2.1.3. Identify his/her work values.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. The student will be administered a work values assessment.	Work values assessment e.g. COPES.	15-30 minutes	SPSO, and/or assistant.	Copy of test results.
B. The student will be interviewed to determine his/her work values.	Prepared interview questions and completed profile.	15-30 minutes	SPSO	Completed student data sheets.
C. The student will attend a group presentation on values and life-styles of each course offered.	Prepared group presentation with handouts.	30 minutes	SPSO	Completed statement on application.
D. The student will attend a multimedia presentation on work values.	Multimedia presentation on work values.	15 minutes	SPSO	Printout in folder.

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IMPLEMENTATION PLAN (SAMPLE)

ASSESSMENT
Goal

Objective :

2.1 To develop realistic self-knowledge as it relates to selecting a career.

Anticipated Outcome:

2.1.4 Develop a vocational plan consistent with identified interests, aptitudes, and values.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. The student will participate in a group session to develop a vocational plan.	Prepared group activities with appropriate handouts.	30 minutes/ 1 hour	SPSO	Copy of completed plan in folder and program selection.
B. The student will participate in an individual session to develop a vocational plan.	Same	15-30 minutes	SPSO	Same.

OBJECTIVE:

2.2 To adequately determine his/her financial need and be able to select and apply for appropriate resources.

	ANTICIPATED OUTCOMES/COMPETENCIES
The student will:	2.2.1 Be able to determine if he/she is eligible to receive financial benefits in the following areas: a. Funds for single parents/homemakers. b. Funds for dislocated workers. c. Job Training Partnership Act funds (JTPA) d. Veterans Administration benefits (VA) e. SSIG benefits. f. GSL benefits. g. Vocational Rehabilitation benefits. h. Miscellaneous scholarships, stipends, and awards. 2.2.2 Be able to apply for and receive funds, if eligible, under the category that is appropriate to him/her.

IMPLEMENTATION PLAN (SAMPLE)

ASSESSMENT
Goal

Objective :

2.2 To adequately determine his/her financial need and be able to select and apply for appropriate resources.

Anticipated Outcome:

2.2.1 Be able to determine if he/she is eligible to receive financial benefits in the appropriate area.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. The student will attend group presentations on all forms of financial assistance.	Brochures, media presentation, guest speakers.	30 minutes/ 1 hour	SPSO and speakers coordinated with topic	Brochures, agendas from presentations, media presentation.
B. The student will attend an individual interview to determine financial need.	-Student folder -Printed material -Appropriate applications	15-30 minutes	SPSO	Printed material, notes from interview in student folder.
C. The faculty will attend an orientation to learn skills in assisting the student on completing necessary paper-work related to financial need, validation of residency, draft registration, and tuition collection.	Current handouts on each specified area.	30 minutes/ 1 hour	SPSO	Printed handouts.

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IMPLEMENTATION PLAN (SAMPLE)

ASSESSMENT
Goal

Objective :

2.2 To adequately determine his/her financial need and be able to select and apply for appropriate resources.

Anticipated Outcome:

2.2.2 Be able to apply and receive funds, if eligible, under the category that is appropriate to him/her.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
The student will receive appropriate applications and guidance for completion in individual or group guidance meetings.	Appropriate application and written directions.	15 minutes/ 1 hour	SPSO, student and clerical designees	Number of completed applications for financial aid. Number of students granted financial assistance. -State reports. -Reports to lenders. -Student Aid Reports (SAR) and financial aid reports -State Student Incentive Grant verifications (SSIG) -Separate file for financial aid. -Distribution of loan checks. -Validation of clock hours and student progress.

Employability Training
Goal

Objective:

3.1 To increase his/her realistic self-knowledge.

	ANTICIPATED OUTCOMES/COMPETENCIES
The Student Will:	3.1.1 Review identified interests, aptitudes, and values.
	3.1.2 Demonstrate how their interests, aptitudes, and values relate to career choices.
	3.1.3 Develop a personal profile based on educational background, test results, outside activities, and prior work experience.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective :

3.1 To increase his/her realistic self-knowledge.

Anticipated Outcome:

3.1.1 Review identified interests, aptitudes and values.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. Students will review assessment instruments administered during the admission process.	-Test results	1 hour	SPSO	Appropriate vocational placement.
B. Student will complete/review job value rating instruments.	-Pounding the Pavement	1 hour	SPSO	Same.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective :

3.1 To increase his/her realistic self-knowledge.

Anticipated Outcome:

3.1.2 Demonstrate how these interests, aptitudes and values relate to career choices.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. Students will collect and review data from reference books, people and organizations in the community.	*Reference books, people, organizations in the community. Computer Guidance Systems	3 hour	SPSO	-Completed handouts Computer printouts
B. Students will review their completed vocational plan and make adjustments, if necessary.	-Vocational plan.	30 minutes	SPSO	-Computer printouts -Adjusted Vocational Plan

*Individual plan should be specific based on availability of resources

IMPLEMENTATION PLAN

Employability Training
Goal

Objective :

3.1 To increase his/her realistic self-knowledge.

Anticipated Outcome:

3.1.3 Develop a personal profile based on education background, test results, outside activities, and prior work experience.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
Student will develop a personal profile to include test results, outside activities documented, prior work experience, educational background, assessment test results, and a copy of the student's current vocational plan.	-Personal profile folder. -Test results. -Vocational plan.	1-3 hours	SPSO	-Completed personal profile.

OBJECTIVE:

3.2 To increase his/her knowledge of the world of work.

	ANTICIPATED OUTCOMES/COMPETENCIES
The student will:	3.2.1 Identify the skills, knowledge, and training required for major occupational categories.
	3.2.2 Identify specific occupations for which their training will prepare them and which are related to their aptitudes, interests, and values.
	3.2.3 Identify opportunities within a selected career.
	3.2.4 Identify and know employment outlook for selected and related careers.
	3.2.5 Identify those traits and job tasks within an occupation that are compatible with their interests, aptitudes and values.
	3.2.6 Explore those occupations which relate to their training, interests, aptitutes and values.

IMPLEMENTATION PLAN

Employability Trainir
Goal

Objective:

3.2 To increase his/her knowledge of the world of work.

Anticipated Outcome:

3.2.1 Identify the skills, knowledge, and training required for major occupational categories.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
2.A. List sources of occupational information and where to find them.	-Computerized guidance information system. -Classified ads -Occupational Outlook Handbook (OOH) -Dept. of Labor statistics -State & federal civil service registers. -Commercial job exploration packages.	1 hour	SPSO, teacher or aide.	List of Sources
B. Explore sources of occupational information for the students selected and related areas of training.	Same	5 hours	SPSO, teacher or aide.	Completed exploration worksheets.
C. Contact persons in 5 different occupations in the student's selected or related area of training.	Craft committees Selected individuals *Prepared handouts & worksheets.	5 hours	Student	Completed interview worksheet.

*Exploration and interview worksheet must be developed or purchased.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.2 To increase his/her knowledge of the world of work.

Anticipated Outcome:

3.2.2 Identify specific occupations for which their training will prepare them and which are related to their interests, aptitudes, and values.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. See 3.2.1 -A	See 3.2.1 -A	See 3.2.1 -A	See 3.2.1 -A	See 3.2.1 -A
B. Match information found in the exploration phase with information from the student's personal profile.	-Completed exploration worksheet -Completed interview worksheet -Personal profile *Matching worksheet	1-3 hours	SPSO teacher or aide	Completed matching worksheet.

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* Matching information worksheet must be developed.

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IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.2 To increase his/her knowledge of the world of work.

Anticipated Outcome:

3.2.3 Identify opportunities within a selected career.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. Preview Occupational Outlook Handbook for future trends in their chosen field.	Occupational Handbook	30 min. to 1 hour.	SPSO. teacher or aide.	Completed opportunitites worksheet.
B. Clip want ads related to chosen occupation and post on job opportunity board.	Local and area newspapers	Same	Same	Same
C. Review State and Federal Civil Service Registers.	State & Federal civil service registers	Same	Same	Same
D. Survey Craft Committee members for projected openings in their business or industry.	Craft committee members names and address	Same	Same	Same
E. Review trade journals and identify job projections.	Trade journals	Same	Same	Same
F. Complete opportunities worksheet based on above activities.	*Opportunities worksheet.	Same	Same	Same

* Matching information worksheet must be developed.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.2 To increase his/her knowledge of the world of work.

Anticipated Outcome:

3.2.4 Identify and know employment outlook for selected and related careers.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. Student will use State Occupational Information Coordinating Committee data and write a report or worksheet of employment trends in their occupational areas.	SOICC data Louisiana DOL statistics *Employment Trend Worksheet	1 hour	SPSO. teacher or aide.	Completed employment trend worksheet or written report.
B. Student will consult La. Dept. of Labor for employment trends and compare this information to SOICC date in a written report or Employment Trend Worksheet.	Same	Same	Same	Same
C. Student will use Occupational Outlook Handbook to obtain employment outlook data and submit a written report or Employment Trend Worksheet	OOH Trade Journals *Employment Trend Worksheet	Same	Same	Same
D. Student will use computerized Guidance Information System and complete an Employment Trend Worksheet on their specific and related career choices.	*Employment Trend Worksheet GIS or other Computer System	Same	Same	Same

*Employment Trend Worksheet must be developed.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.2 To increase his/her knowledge of the world of work.

Anticipated Outcome:

3.2.5 Identify those traits and job tasks within an occupation that are compatible with their interests, aptitudes and values.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A. Student will list their interests, aptitude and values based on their test results and compare their list with the career interests, aptitudes, and values required in their selected occupations.	-Personal profile -OOH -Dictionary of occupational titles (DOT) -Computerized software, e.g. Career Scan IV or equivalent *Job Task and Worker Trait Worksheet.	2 - 5 hours	SPSO, teacher, aide	Completed Job Task and Worker Trait Worksheets.

*To be developed

IMPLEMENTATION PLAN

Employability Skills
Goal

Objective:
3.2 To increase his/her knowledge of the world of work.

Anticipated Outcome:

3.2.6 Explore those occupations which are compatible to their training, interests, aptitudes and values.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A Student will review all previous worksheets and personal profile and identify several occupations for further exploration.	-Worksheets -Personal profile	1-2 hours	SPSO, teacher, craft committee	Reviewed worksheets and profile List of selected occupations
B Student will vist selected occupations which are compatible with their training, interests, and aptitudes.	-Available occupations	1-5 hours	same	Proof of visits
C Student will listen to guest speakers give presentations on occupations which are compatible with their training, interests, values and aptitudes.	-Guest speakers	1-5 hours	same	Guest speaker visit agenda

OBJECTIVE:

3.3 To know how to locate a job opening.

	ANTICIPATED OUTCOMES/COMPETENCIES
The Student Will:	3.3.1 Identify sources of employment opportunities in their chosen career interest area.
	3.3.2 Locate specific job openings through various sources.
	3.3.3 Locate specific job openings for their future career goals.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:
3.3 To know how to locate a job opening

Anticipated Outcome:

3.3.1 Identify sources of employment opportunity in their chosen career interest area.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A Student will make a list of all sources where employment can be located.	* All available resources of potential employment, with addresses, phone numbers, and contact persons	1 hour	SPSO, instructor or aide.	Completed Student list.
B This list will be broadened in a group discussion and refined by counselor information.	Same *Employment Handout	1 hours	SPSO, Instructor or aide.	SPSO Employment handout.

*List should be developed to reflect local area.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:
3.3 To know how to locate a job opening.

Anticipated Outcome:

3.3.2 Locate specific job openings through various sources.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
Using the specific list provided at the previous session, students will identify a minimum of two specific entry level positions.	-The developed employment lists. *Availability of resources on the list, e.g. a. Chamber of Commerce b. JTPA c. VA d. Military e. Voc Rehab f. State & Federal Civil Service g. Private employment agencies h. Local & nonlocal newspapers i. Unions	2-5 hours	SPSO, instructor or aide.	List of specific entry level job openings.

*An agreement may have to be made with local agencies

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.3 To know how to locate a job opening.

Anticipated Outcome:

3.3.3 Locate specific job openings for their future career goals.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Contact Chambers of Commerce for findings of promising future jobs in their selected field, in the surrounding area as well as in nearby states.	All previously defined sources of information	1 hour	SPSO instructor, aide.	List of local & non-local companies that provide advancement in the student's selected or related field.
B. Identify companies which provide advancement opportunities in their chosen career area.	Same	1 hour	Same	Same
C. Indentify one opening in a job that a student would want to advance to in their career area or a selected field after spending time in an entry level position. Identify requirements for advancement.	Same	2-5 hours	Same	List of entry level job openings in a student's training area or related field, with advancement requirements noted.

Objective:

3.4 To know how to obtain an available job.

	ANTICIPATED OUTCOMES/COMPETENCIES
The Student Will:	3.4.1 Demonstrate competence in correctly completing a work application form.
	3.4.2 Demonstrate skills, attitudes, and behaviors important for a job interview.
	3.4.3 Complete accurately the pocket resume'.
	3.4.4 Develop a resume'.
	3.4.5 Write a letter of application.
	3.4.6 Write a follow-up letter.
	3.4.7 Exhibit appropriate telephone techniques in job-seeking.
	3.4.8 Know the procedure for obtaining a worker's permit, if the student is under 18.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.4 To know how to obtain an available job.

Anticipated Outcome:

3.4.1 Demonstrate competence in correctly completing a work application form.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Student will satisfactorily complete instructional unit from the Job World Series entitled "Filling Out the Forms".	Job World Series - "Filling Out the Forms" Employability Attitudes Prep, Inc. Pounding the Pavement	1-3 hours	SPSO instructor or aide.	Satisfactorily completed sample applications.
B. Student will satisfactorily complete applications to LA. Employment Security, Civil Service, and companies that hire individuals in their field.	Specific Applications	Same	Same	Satisfactorily completed specific applications.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.4 To know how to obtain an available job.

Anticipated Outcome:

3.4.2 Demonstrate skills, attitudes, and behaviors important for a job interview.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Student will complete instructional unit on proper interview technique.	**Examples*** -Job World Series "Face to face: Making a Good Impression" -Pounding the Pavement -Job Hunting Guide -"You and Your Job" Guidance Association -Employability Attitudes -Job Search Workshop -Job Interview Video	2-5 hours	SPSO, instructors, or aide.	Completed instructional unit.
B. Student will participate in a mock interview performed in an Employability Skills class.	Mock interview participants "Making it Work" (Educational Resources, Inc.)	2-5 hours	SPSO, instructors, or aide.	-Completed mock interview documentation, e.g. Video. -Completed worksheet. -Mock interview handout.

*Specific resources to be utilized in each school would have to be developed.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.4 To know how to obtain an available job.

Anticipated Outcome:

3.4.3 Complete accurately the pocket resume'.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
Student will receive instructions on completing a pocket resume' which will conclude with an activity designed to produce the student's own resume'.	Example:* "Pocket Resume'" from Pounding the Pavement	1-3 hours	SPSO, instructors, aide.	Completed Pocket Resume

*The specific resources would have to be indicated on individualized plans.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.4 To know how to obtain an available job.

Anticipated Outcome:

3.4.4 Develop a resume'.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Student will complete instructional unit on job resume's and will prepare a current resume' for use in job seeking activities	Examples:* -Job World Series -"The Resume'" -Pounding the Pavement (with transparencies) -The Right Resume' Writer (Educational Associates) "Job Seeking" -Any commercially prepared or school developed materials.	3-5 hours	SPSO, instructors, aide.	Completed resume'.
B. Use appropriate software approach to resume' writing.	Any commercially prepared or school developed software.	Same	Same	Same

*The specific resource would have to be indicated on individual school plans.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.4 To know how to obtain an available job.

Anticipated Outcome:

3.4.5 Write a letter of application.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A Student will complete instructional units in proper development of a letter of application.	Examples:* Educational Associates "Seven Steps to Employment" and Prep, Inc. "Job Seeking" Any commercially or locally developed "letter of application" lesson.	2-5 hours	SPSO, instructor or aide.	Completed instructional unit.
B Student will write a Letter of Application.	"Writing Job Letters" from Employability Skills or other commercially or locally prepared materials.	2-5 hours	SPSO, instructor, or aide.	Completed letter of application

*Specific sources must be identified on individual SPSO plans.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.4 To know how to obtain an available job.

Anticipated Outcome:

3.4.6 Write a follow-up letter.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Student will complete instructional units which will provide proper instructions in development of a follow-up letter.	Examples:* Educational Associates "Seven Steps to Employment"; Prep, Inc. "Job Seeking" Any other commercially or locally prepared materials on writing follow-up letters.	2-5 hours	SPSO, instructor or aide.	-Completed instructional units.
B. Students will compose a follow-up letter.	"Writing Job Letters" from Employability Skills.	2-5 hours	SPSO, instructor or aide	-Completed follow-up letter.

*Specific sources must be identified on individual SPSO plans.

IMPLEMENTATION PLAN (SAMPLE)

Employability Training
Goal

Objective:

3.4 To know how to obtain an available job.

Anticipated Outcome

3.4.7 Exhibit appropriate telephone techniques in job seeking.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Student will complete instructional unit for Job World Series entitled "Expressing Yourself Through Effective Communications."	Example* Job World Series "Expressing Yourself Through Effective Communications" Educational Resources, Inc. "Making it Work." Any other commercially or locally prepared materials on effective communication.	1-3 hours	SPSO, instructor or aide.	Completed interview.
4.7.2 Student will participate in mock telephone conversation conducted in the Employability Skills class.	Telephone Trainer from Bell Telephone Company.	1-3 hours	SPSO, instructor or aide.	Completed mock interview documentation, e.g.-video. -worksheet -mock interview handouts.

* Specific resources to be utilized in each school would have to be developed

IMPLEMENTATION PLAN (SAMPLE)

Employability Training
Goal

Objective:

3.4 To know how to obtain an available job.

Anticipated Outcome

3.4.8 Know the procedure for obtaining a worker's permit if student is under 18.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
Student will contact local Department of Labor Office to obtain appropriate worker's permit form and take forms to school for verification of requested information before submitting for approval.	Local Department of Labor Office	1 hour	SPSO, instructor, or aide	Completed worker's permit

OBJECTIVE:

3.5 To know how to keep a job.

	ANTICIPATED OUTCOMES/COMPETENCIES
The student will:	3.5.1 Identify appropriate personal appearance.
	3.5.2 Identify appropriate work habits.
	3.5.3 Demonstrate effective listening skills.
	3.5.4 Recognize the effects of non-verbal behavior.
	3.5.5 Identify proper verbal communication skills.
	3.5.6 Demonstrate skills in solving interpersonal conflicts.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.5 To know how to keep a job.

ANTICIPATED OUTCOME:

3.5.1 Identify appropriate personal appearance.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A Student will complete activities related to personal appearance after reviewing related filmstrip.	Example:* Educational Resources, Inc. "Making it Work" Pounding the Pavement.	1-3 hours	SPSO, instructor, or aide.	-Completed specific activity sheets.
B Student will complete instructional unit on personal appearance from the Job Hunting Guide produced by Louisiana Curriculum Lab.	Job hunting Guide Note: Any other commercially or locally prepared units on personal hygiene or dress may be used in lieu of above.	1-3 hours		-Students demonstrate good personal hygiene and appropriate dress.

*Specific resources must be included in individual plans.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.5 To know how to keep a job.

ANTICIPATED OUTCOME:

3.5.2 Identify appropriate work habits.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A Student will complete instructional unit on appropriate work attitudes	Example:* Job World Series, "Your Attitude Makes a Difference";	2-5 hours	SPSO, instructor, aide.	Completed instructional units, quizzes, observation.
B Student will complete instructional unit on appropriate work habits	Job World Series, "Keeping a Job: Now That You Have It"; Educational Associates "While at Work" Guidance Associates, "Your First Week on the Job"	2-5 hours	Same	Same
C Student will complete instructional unit on values	Job World Series, "Values: Where Do You Stand?" Employability Attitudes by Prep.	2-5 hours	Same	Same
	Note: Any other commerically or locally prepared attitudes or work habit materials may be used in lieu of above.			

*Specific resources must be included in individual plans.

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.5 To know how to keep a job.

ANTICIPATED OUTCOME:

3.5.3 Demonstrate effective listening skills.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
A Student will complete instructional unit on effective listening skills.	Example:* Job World Series, "Expressing Yourself Through Effective Communications", Educational Resources "Making It Work"	2-5 hours	SPSO, instructor, aide.	Completed instructional units. - Observation - Quizzes - Role playing, documentation
B Student will complete activities related to effective listening skills.	Pounding the Pavement Employability attitudes Awesome Power of the Listening Ear	Same	Same	Same
	Note: Any commercially or locally prepared materials related to effective listening.			

*Specific resources must be included in individual plans

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.5 To know how to keep a job.

ANTICIPATED OUTCOME:

3.5.4 Recognize the effects of non-verbal behavior.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
a. Student will complete instructional unit on non-verbal behavior	Example:* Job World Series, "Expressing Yourself Through Effective Communications" Any other commercially or locally prepared materials relative to non-verbal behavior.	2-5 hours	SPSO, instructor, aide	Completed instructional unit. - Observations - Quizzes

*Be specific when making individual plans

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.5 To know how to keep a job.

ANTICIPATED OUTCOME:

3.5.5 Identify proper verbal communication skills.

Suggested Activities	Resources Required	Timeline	Person (s) Responsible	Evaluation
Student will complete instructional unit on non-verbal behavior	Example:* Job World Series, "Expressing Yourself Through Effective Communications" Any commercially or locally prepared materials relative to non-verbal behavior.	2-5 hours	SPSO, instructor, aide	Completed instructional units. - Observations - Quizzes

*Specific resources should be included on individual plan

IMPLEMENTATION PLAN

Employability Training
Goal

Objective:

3.5 To know how to keep a job.

ANTICIPATED OUTCOME:

3.5.6 Demonstrate skills in solving interpersonal conflicts.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A Student will complete instructional unit on solving interpersonal conflicts, utilizing films, filmstrips, video presentations, and/or guest speakers.	Any commercially or locally prepared materials dealing with interpersonal conflicts.	2-5 hours	SPSO, instructor, aide	-Completed instructional unit -Handouts -Materials of presentation -Observation -Quiz -Role playing materials -Completed worksheet -Observation -Quiz
B Student will participate in role playing and group discussion led by leader competent in this area.	Same	Same	Same	Same

*Specific materials must be included in individual plans.

OBJECTIVE:

4.1 Provide employment assistance to students leaving programs in obtaining entry level jobs.

	ANTICIPATED OUTCOMES/COMPETENCIES
The student will:	4.1.1 Be able to identify specific employers and specific job opportunities in their field of training.
	4.1.2 Demonstrate his/her knowledge of employment outlook for selected and related careers.
	4.1.3 Demonstrate his/her ability to match acquired training with jobs available in local and surrounding communities.

IMPLEMENTATION PLAN (SAMPLE)

Placement
Goal

Objective :

4.1 Provide employment assistance to students leaving vocational programs in obtaining entry level jobs.

Anticipated Outcome:

4.1.1 Be able to identify specific opportunities in their field of training.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Develop a cooperative communications network involving the student, teacher, counselor, director, employers, state employment agency and/or other pertinent agencies, individuals, and news media.	Telephone, visits, memos, Advisory Council's Correspondence to Business and industry concerning available students.	on going and as scheduled	Instructor, SPSO, staff.	Placement records Job Order File
B. Provide employment availability information in the form of a job availability file. Listing of available jobs by occupational families from Vo-Tech personnel, employers & other agencies.	* Questionaire to Employers. Job Availability Form, Job Service Agencies and Employment files.	Same	Same	Number of items in file

*To be developed if not available.

IMPLEMENTATION PLAN (SAMPLE)

Placement
Goal

Objective :

4.1 Provide employment assistance to students leaving vocational programs and obtaining entry level jobs.

Anticipated Outcome:

4.1.2 Demonstrate his/her knowledge of employment outlook for selected and related careers.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Review and update information in Employability Training Lesson 3.2.4	See Lesson 3.2.4	1 hour	SPSO, instructor.	Completed review.
B. Consult with the Department of Labor statistics regarding employment outlook.	Occupational Outlook Handbook Labor Bulletins	on going	SPSO, instructor.	Summary of information obtained.
C. Refer to newspapers.	Newspaper	on going	SPSO, instructor.	Same
D. Check with Federal and State Civil Service Agencies.	Job Service, Civil Service, JTPA	on going	SPSO, instructor.	Same
E. Check with Public and Private Employment Agencies	Employment Agencies	on going	SPSO, instructor.	Same

*To be developed if not available.

IMPLEMENTATION PLAN (SAMPLE)

Placement
Goal

Objective :

4.1 Provide employment assistance to students leaving vocational programs in obtaining entry level jobs.

Anticipated Outcome:

4.1.3 Demonstrate his/her ability to match acquired training with jobs available in local and surrounding communities.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Students will participate in an exit interview to review the following: . Information in the student folder developed from previous lessons, i.e. test results, career goals, acquired skills.	-Exit Forms -Student Folder Handbook, etc.	Scheduled interview 1 hour	SPSO	Students signed check list.
B. Student will match information obtained from the interview with the employment information developed in previous lesson.	-See lesson Placement 4.1.1 *Matching Form	1 hour	SPSO, instructor.	Completed Matching Form.
C. Complete student availability file upon course completion located in SPSO's office.	*Student Availability Form	Same	Same	Number of completed forms.
D. Student introduction card is given to the student to present to the employer.	*Student Introduction Card	Same	Same	Number of cards returned by employers.
E. Industry visits by instructors.	*Industrial Visit Form	Same	Same	Number of Industrial Visit Forms completed.
F. Active advisory committees.	Minutes	Same	Same	Minutes from Advisory Committee meetings.

*To be developed if not available at a particular school.

Follow-up
Goal

Objective:

5.1 Provide follow-up information.

The Student Will:	ANTICIPATED OUTCOMES/COMPETENCIES
	5.1.1 Acquire an understanding of the importance of the need for follow-up in order to provide valid data sufficient for reporting purposes.
	5.1.2 Acquire and demonstrate an understanding of the importance of the need for follow-up in order to develop a means for evaluating the benefits derived as a result of training received.
	5.1.3 Demonstrate an understanding of the importance of the need for follow-up in order to provide valid data on which to base decisions pertinent to addition, deletion or modification of vocational programs.
	5.1.4 Demonstrate an understanding of the importance of the need for follow-up in order to evaluate the instructional process, the physical plant and student services.

IMPLEMENTATION PLAN

Follow up
Goal

Objective:

5.1 Provide follow-up information.

Anticipated Outcome:

5.1.1 Acquire an understanding of the importance for follow-up in order to provide valid data sufficient for reporting purposes.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Conduct an interview workshop to explain the importance of follow-up to all exiting students explaining all follow-up forms that will be sent to them.	* All follow-up forms Follow-up timeline Examples of how follow-up information has changed programs.	1 hour	S P S O	Workshop or interview agenda.
B. Conduct appropriate follow-up to include the following activities.	Completer/leaver file	ongoing	S P S O	Accurate updated files
1. Record all completers and leavers.				
2. Mail forms to all completers and leavers.	C/L Form, noncompleter questionnaire	yearly/ quarterly	S P S O	Returned forms
3. Obtain student's completed follow-up forms.	SPSO Survey Forms	yearly/ quarterly	SPSO/Staff	Forms returned within established timetable.
4. Compile returned information.	Forms/Questionnaire	yearly	S P S O	Compiled data
5. Complete state follow-up forms.	State follow-up forms	yearly	S P S O	Yearly report
6. Mail employer-follow-up forms.	Employer follow-up forms	yearly or quarterly	S P S O	Returned forms
7. Compile returned information.	Employer follow-up forms	yearly	S P S O	Returned forms
8. Make follow-up report available to instructors and craft committees.	All available data	ongoing	S P S O	Follow-up report.

* Specific forms must be developed if not available.

IMPLEMENTATION PLAN

Follow up
Goal

Objective:

5.1 Provide follow-up information.

Anticipated Outcome:

5.1.2 Acquire and demonstrate an understanding of the importance of the need for follow-up in order to develop a means for evaluating the benefits derived as a result of training received.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Students complete follow-up forms accurately and return in a timely manner.	*S P S O survey forms	see attached	S P S O/staff	Forms returned within established timetable.
B. Conduct appropriate follow-up to include the following: Record all completers and leavers.	Completer/leaver forms	ongoing	S P S O	Accurate updated files.
1. Mail forms to all completers and leavers.	C/L form, noncompleter questionnaire	yearly/ quarterly	S P S O	Returned forms.
2. Compile returned information.	Forms/questionnaire	yearly/ quarterly	S P S O	Compiled data.
3. Complete state follow-up forms.	State follow-up form data	yearly/ quarterly	S P S O	Yearly report.
4. Mail employer follow-up forms.	Employer follow-up forms	yearly/ quarterly	S P S O	Returned forms.
5. Compile returned information.	Employer follow-up forms	yearly	S P S O	Returned forms.
6. Make follow-up report available to instructors.	All available data	ongoing		

* Specific forms must be developed if not available.

IMPLEMENTATION PLAN

Follow up
Goal

Objective:

5.1 Provide follow-up information.

Anticipated Outcome:

5.1.3 Demonstrate an understanding of the importance of the need for follow-up in order to provide valid data on which to base decisions pertinent to addition, deletion or modification of vocational program.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Students complete follow-up forms accurately and return in a timely manner.	*S P S O survey forms	see attached	S P S O/staff	Forms returned within established timetable.
B. Conduct appropriate follow-up to include the following:				
1. Record all completers and leavers.	Completer/leaver forms	ongoing	S P S O	Accurate updated files.
2. Mail forms to all completers and leavers.	C/L form, noncompleter questionnaire	yearly/ quarterly	S P S O	Returned forms.
3. Compile returned information.	Forms/questionnaire	yearly/ quarterly	S P S O	Compiled data.
4. Complete state follow-up forms.	State follow-up form data	yearly/ quarterly	S P S O	Yearly report.
5. Mail employer follow-up forms.	Employer follow-up forms	yearly/ quarterly	S P S O	Returned forms.
6. Compile returned information.	Employer follow-up forms	yearly	S P S O	Returned forms.
7. Make follow-up report available to instructors.	All available data	ongoing		

141 * Specific forms must be developed if not available.

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Follow up
Goal

Objective:

5.1 Provide follow-up information.

Anticipated Outcome:

5.1.4 Demonstrate an understanding of the importance of the need for follow-up in order to evaluate the instructional process, the physical plant and student services.

Suggested Activities	Resources Required	Timeline	Person(s) Responsible	Evaluation
A. Students complete follow-up forms accurately and return in a timely manner.	*S P S O survey forms	see attached	S P S O/staff	Forms returned within established timetable.
B. Conduct appropriate follow-up to include the following:				
1. Record all completers and leavers.	Completer/leaver forms	ongoing	S P S O	Accurate updated files.
2. Mail forms to all completers and leavers.	C/L form, noncompleter questionnaire	yearly/ quarterly	S P S O	Returned forms.
3. Compile returned information.	Forms/questionnaire	yearly/ quarterly	S P S O	Compiled data.
4. Complete state follow-up forms.	State follow-up form data	yearly/ quarterly	S P S O	Yearly report.
5. Mail employer follow-up forms.	Employer follow-up forms	yearly/ quarterly	S P S O	Returned forms.
6. Compile returned information.	Employer follow-up forms	yearly	S P S O	Returned forms.
7. Make follow-up report available	All available data	ongoing		

*Specific forms must be developed if no available.

IMPLEMENTATION

For a competency based student personnel services program to be successful, there must be an organized and systematic method of implementation, which includes provisions for accountability and evaluation. It must also include school and community input for development and delivery of services.

Each officer will complete an implementation plan that depicts the activities by which they will assist their clientele to achieve the anticipated outcomes or competencies that their school has selected. This plan will be signed by both the Student Personnel Service Officer and the school director.

The student personnel service officer will manage the development of the school implementation plan and will either deliver or coordinate the delivery of activities to ensure that clients obtain their intended anticipated outcomes.

IMPLEMENTATION ACTIVITIES

STEP I

A committee of students, teachers, student service personnel officers, administrators, and craft committee members will meet to select which competencies the school will focus on for the year. A minimum of two competencies must be selected from each objective.

STEP II

The Student Services Personnel Officer will complete the implementation planning sheet with (see page 74) the assistance of the above committee.

STEP III

This committee may utilize any of the suggested activities to deliver anticipated outcomes that are included in the competency sections of this manual. They may, however, develop new activities to reflect their specific needs and resources.

STEP IV

The committee will meet at least twice a year to review and amend plans as necessary.

STEP V

At the completion of the school plan, the Student Personnel Service Officer and the director will sign the plan and utilize it to implement student services in the school.

IMPLEMENTATION PLAN

OBJECTIVE:

_____ Goal

_____

_____ Date

ANTICIPATE OUTCOME:

_____

_____ Director

Suggested activities	Resources required	Timeline	Person(s)responsible	Evaluation

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SPO _____

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JOB TITLE: Student Personnel Services Officer

QUALIFICATIONS:

Louisiana certification requirement for Vocational-Technical School Guidance Counselor.

REPORTS TO:

Director of Vocational-Technical School

PERSONNEL REPORTING TO THIS POSITION:

Personnel assigned by the Director

JOB GOAL:

To provide services which will enable student(s) to reach their occupational goals.

PERFORMANCE RESPONSIBILITIES:

1. Plans an appropriate school-wide guidance and counseling program in cooperation with the total school staff.
2. Determines guidance and counseling program priorities based on identification needs.
3. Provides individual counseling to assist students in an interactive relationship to function more effectively in their environments.
4. Provides individual counseling for students in order to facilitate personal, social, and educational growth and development.
5. Provides for individual and group guidance activities including information-giving sessions with students and/or other school populations.
6. Provides student appraisal and test interpretation.
7. Assists students in evaluating their aptitudes, abilities, interests, and achievements in order for them to formulate appropriate vocational and educational plans.
8. Coordinates the administration of all educational and psychological testing conducted in the school.
9. Maintains an up-to-date student record system.
10. Maintains appropriate and current information for students on educational careers and other resource information.

PERFORMANCE RESPONSIBILITIES, STUDENT PERSONNEL SERVICES OFFICER:

11. Develops and implements a high school relations program.
12. Assists students with program selection.
13. Assists students with job placement.
14. Supervises the preparation and processing of financial aid applications.
15. Cooperates with other agencies (i.e., Vocational Rehabilitation, VA, GED, etc.)
16. Maintains an orientation program for all students entering school for the first time.
17. Interprets the guidance program and explains the guidance services.
18. Complies research data in areas of academic achievement to assist in curricula planning.
19. Conducts follow-up studies on all school leavers annually.
20. Performs any other duties assigned by the Director of the Vocational-Technical School.

NEEDS ASSESSMENT INVENTORY

STATEWIDE

PLEASE CHECK ONE

__X__ STUDENT

_____BUSINESS COMMUNITY

_____VOCATIONAL TECHNICAL SCHOOL PERSONNEL

RECRUITMENT:

How important do you think it is for the vocational-technical school to assist potential students to...	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
1. know that vocational-technical schools can assist them in preparing for meaningful employment.	89%	10%	1%
2. know that programs are available at the vocational-technical school.	80%	18%	2%
3. know the entrance requirements for the vocational-technical school, including cost factors.	74%	25%	1%
4. know the entrance requirements for particular training programs at the vocational-technical school.	74%	25%	1%
5. know when entrance tests are scheduled.	73%	25%	2%
6. select the appropriate training program based on their interests and abilities.	85%	13%	2%
7. know what alternatives are available if entrance requirements for a particular program are not met.	70%	28%	2%
8. know the length of the desired training program.	63%	34%	3%
9. know the daily schedule of the desired training program.	63%	34%	3%
10. know that day and evening programs are available.	62%	35%	3%

S2

ASSESSMENT:

How important do you think it is for the vocational-technical school to assist students to...	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
1. know their career interests through vocational testing.	60%	36%	4%
2. know their career aptitudes through vocational testing.	65%	33%	2%
3. relate their career interests and abilities to the training programs available at the vocational-technical school.	75%	24%	1%
4. know and understand their attitudes towards the demands of employment, i. e. cooperation, dependability, time management, etc.	80%	18%	2%
EMPLOYABILITY TRAINING:			
How important do you think it is for the vocational-technical school to assist students to...			
1. know career opportunities available in surrounding communities.	87%	12%	1%
2. know career opportunities available in the state.	70%	29%	1%
3. know career opportunities available in the country.	42%	50%	8%
4. know the basic entry requirements for the occupation for which they are being trained.	84%	15%	1%
5. know and demonstrate the proper method of completing a job application.	81%	18%	1%

	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
know and demonstrate the proper method of preparing a resume.	77%	22%	1%
know and demonstrate the ability to locate specific job openings.	74%	24%	2%
know and demonstrate the skills, attitudes, and behavior necessary for a job interview.	82%	17%	1%
know and demonstrate the appropriate work habits and behavior necessary to keep a job.	84%	14%	2%
develop career decision-making and planning skills.	67%	32%	1%
develop an awareness that changes may occur in the work force.	57%	40%	3%
adapt to changes in the work force through decision-making and planning skills.	62%	36%	2%
CEMENT:			
important do you think it is for tional-technical schools to assist dents to...			
locate specific job openings related to their training.	84%	15%	1%
meet with potential employers to apply for available jobs.	74%	24%	2%
provide potential employers with relevant information regarding the applicant's abilities.	85%	14%	1%

S4

FOLLOW -UP

How important is it for the vocational-technical school to...

	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
1. contact students to determine if their initial employment after graduation was in the career area for which they were trained.	46%	48%	6%
2. contact students after a specified period of time to determine if they are still employed in the career area for which they were trained.	35%	51%	14%
3. contact students who partially completed a training program to determine if they are employed in the career area in which they were training.	29%	47%	24%
4. contact empoyers to determine if the graduates of the vocational-technical school that they employed demonstrated appropriate levels of skilled training.	61%	34%	5%
5. contact employers to determine if the graduates of the vocational-technical school that they employed demonstrated appropriate work habits and attitudes.	58%	36%	6%

NEEDS ASSESSMENT INVENTORY

STATEWIDE

PLEASE CHECK ONE

____STUDENT

__X__BUSINESS COMMUNITY

____VOCATIONAL TECHNICAL SCHOOL PERSONNEL

RECRUITMENT:

How important do you tkink it is for the vocational-technical school to assist potential students to...	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
1. know that vocational-technical schools can assist them in preparing for meaningful employment.	94%	6%	—
2. know that programs are available at the vocational-technical school.	92%	8%	—
3. know the entrance requirements for the vocational-technical school, including cost factors.	72%	28%	—
4. know the entrance requirements for particular training programs at the vocational-technical school.	63%	37%	—
5. know when entrance tests are scheduled.	75%	22%	3%
6. select the appropriate training program based on their interests and abilities.	83%	16%	1%
7. know what alternatives are available if entrance requirements for a particular program are not met.	71%	28%	1%
8. know the length of the desired training program.	67%	30%	3%
9. know the daily schedule of the desired training program.	70%	28%	2%
10. know that day and evening programs are available.	75%	23%	2%

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B/C 2

ASSESSMENT:

How important do you think it is for the vocational-technical school to assist students to. . .	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
1. know their career interests through vocational testing.	70%	29%	1%
2. know their career aptitudes through vocational testing.	81%	18%	2%
3. relate their career interests and abilities to the training programs available at the vocational-technical school.	77%	22%	1%
4. know and understand their attitudes towards the demands of employment, i.e. cooperation, dependability, time management, etc.	83%	16%	1%

EMPLOYABILITY TRAINING:

How important do you think it is for the vocational-technical school to assist students to. . .			
1. know career opportunities available in surrounding communities.	82%	18%	—
2. know career opportunities available in the state.	64%	35%	1%
3. know career opportunities available in the country.	37%	59%	4%
4. know the basic entry requirements for the occupation for which they are being trained.	81%	19%	—
5. know and demonstrate the proper method of completing a job application.	80%	20%	—

/C 3

	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
6. know and demonstrate the proper method of preparing a resume.	71%	28%	1%
7. know and demonstrate the ablility to locate specific job openings.	78%	21%	1%
8. know and demonstrate the skills, attitudes, and behavior necessary for a job interview.	83%	16%	1%
9. know and demonstrate the appropriate work habits and behavior necessary to keep a job.	88%	11%	1%
0. develop career decision-making and planning skills.	73%	26%	1%
1. develop and awareness that changes may occur in the work force.	62%	37%	1%
2. adapt to changes in the work force through decision-making and planning skills.	71%	28%	1%
LACEMENT:			
ow important do you think it is for the ocational-technical school to assist students o. . .			
1. locate specific job openings related to their training.	78%	21%	1%
2. meet with potential employers to apply for available jobs.	70%	29%	1%
3. provide potential employers with relevant information regarding the applicant's abilities.	78%	21%	1%

B/C 4

FOLLOW-UP

How important is it for the vocational-technical school to...

	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
1. contact students to determine if their initial employment after graduation was in the career area for which they were trained.	54%	43%	3%
2. contact students after a specified period of time to determine if they are still eployed in the career area for which they were trained.	43%	53%	4%
3. contact students who partially completed a training program to determine if they are in employed in the career area in which they were training.	39%	52%	9%
4. contact empoyers to determine if the graduates of the vocational-technical school that they employed demonstrated appropriate levels of skilled training.	75%	23%	2%
5. contact employers to determine if the graduates of the vocational-technical school that they employed demonstrated appropriate work habits and attitudes.	77%	22%	1%

NEEDS ASSESSMENT INVENTORY

STATEWIDE

PLEASE CHECK ONE

____STUDENT

____BUSINESS/COMMUNITY

_X_VOCATIONAL TECHNICAL SCHOOL PERSONNEL

RECRUITMENT:

How important do you tkink it is for the vocational-technical school to assist potential students to...	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
1. know that vocational-technical schools can assist them in preparing for meaningful employment.	97%	3%	—
2. know that programs are available at the vocational-technical school.	96%	4%	—
3. know the entrance requirements for the vocational-technical school, including cost factors.	83%	16%	1%
4. know the entrance requirements for particular training programs at the vocational-technical school.	80%	18%	2%
5. know when entrance tests are scheduled.	81%	17%	2%
6. select the appropriate training program based on their interests and abilities.	89%	10%	1%
7. know what alternatives are available if entrance requirements for a particular program are not met.	79%	19%	2%
8. know the length of the desired training program.	78%	19%	3%
9. know the daily schedule of the desired training program.	69%	27%	4%
10. know that day and evening programs are available.	78%	21%	1%

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VT 2

ASSESSMENT:

How important do you think it is for the vocational-technical school to assist students to. . .	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
1. know their career interests through vocational testing.	69%	30%	1%
2. know their career aptitudes through vocational testing.	72%	27%	1%
3. relate their career interests and abilities to the training programs available at the vocational-technical school.	82%	16%	2%
4. know and understand their attitudes towards the demands of employment, i.e. cooperation, dependability, time management, etc.	85%	14%	1%

EMPLOYABILITY TRAINING:

How important do you think it is for the vocational-technical school to assist students to. . .			
1. know career opportunities available in surrounding communities.	84%	15%	1%
2. know career opportunities available in the state.	68%	31%	1%
3. know career opportunities available in the country.	45%	50%	5%
4. know the basic entry requirements for the occupation for which they are being trained.	86%	13%	1%
5. know and demonstrate the proper method of completing a job application.	89%	11%	—

	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
6. know and demonstrate the proper method of preparing a resume.	75%	24%	1%
7. know and demonstrate the ablility to locate specific job openings.	87%	12%	1%
8. know and demonstrate the skills, attitudes, and behavior necessary for a job interview.	89%	11%	—
9. know and demonstrate the appropriate work habits and behavior necessary to keep a job.	92%	8%	—
10. develop career decision-making and planning skills.	69%	30%	1%
11. develop an awareness that changes may occur in the work force.	69%	29%	2%
12. adapt to changes in the work force through decision-making and planning skills.	74%	24%	2%
PLACEMENT:			
How important do you think it is for the vocational-technical school to assist students to. . .			
1. locate specific job openings related to their training.	80%	19%	1%
2. meet with potential employers to apply for available jobs.	79%	18%	3%
3. provide potential employers with relevant information regarding the applicant's abilities.	81%	17%	2%

FOLLOW-UP

How important is it for the vocational-technical school to...

	GREAT IMPT.	AVERAGE IMPT.	NO IMPT.
1. contact students to determine if their initial employment after graduation was in the career area for which they were trained.	68%	31%	1%
2. contact students after a specified period of time to determine if they are still eployed in the career area for which they were trained.	59%	35%	6%
3. contact students who partially completed a training program to determine if they are in employed in the career area in which they were training.	49%	43%	8%
4. contact empoyers to determine if the graduates of the vocational-technical school that they employed demonstrated appropriate levels of skilled training.	87%	13%	--
5. contact employers to determine if the graduates of the vocational-technical school that they employed demonstrated appropriate work habits and attitudes.	83%	16%	1%

STAFF DEVELOPMENT

In keeping with the philosophy of vocational guidance, an ongoing program of SPSO staff development is suggested for optimum use of the new competency based plan.

This staff development should be specifically designed to assist the SPSO to become proficient at enabling the vocational student to acquire the competencies outlined in the plan.

Particular attention should be paid to effectively implementing the plan with the use of personnel resources on hand. In addition, in-service on the use of commercially prepared materials and the development of local materials is suggested.

SPSO staff development could be initiated by the state or by the vocational institutions. Staff development could be state-wide or regional in nature. It should, however, be uniform and consistent so that all SPSO's may benefit from consultants and each other.

Attached is a sample SPSO staff development planning guide to be completed.

SAMPLE

YEAR _____

TOPIC	TIMEFRAME	LOCATION	AUDIENCE
Implementing the SPSO handbook	March '87	Region I	All SPSO's

First Year SPSO Staff Development

Due to the relative newness of a comprehensive competency based SPSO handbook, new SPSO's should have a minimum of a two-day inservice with a designated "veteran" SPSO in each region.

School Based Staff Development

SPSO's should, in cooperation with their Director, provide inservice on all competencies that involve instructors, clerical personnel, or student aides, i.e. peer counselors. Particular attention should be paid to the "how to" in delivering the competency and in utilizing resource materials.

Community-Based Inservice

SPSO's, should in cooperation with their Director, provide an inservice on the competency-based vocational guidance program to their craft comittees, advisory council and any targeted community group, i.e. labor unions, Chamber of Commerce.

When the community is aware of what the SPSO is trying to accomplish, public support is generated.

In addition, contacts are developed, through these presentations, to assist in delivering the competencies that require community support.

SPSO HANDBOOK PLANNING COMMITTEE

Implementing the competency based vocational guidance program should be a school-wide project. The director and staff of a vocational technical school must make a committment to assist the students of their school to acquire specific competencies for the project to be successful.

Because a school wide committment is necessary, school wide input is essential. A committee composed of administrators, instructors, students, and craft committee representatives should assist the SPSO, who serves as chairman, in selecting which student competencies will receive priority at their school. The committee should also assist the SPSO in designing the most effective implementation strategies for their school and community.

Once the school based plan has been finalized and approved by the SPSO Handbook Committee and the Vocational-Technical School Director, the committee should meet and revise the plan, if necessary, to reflect school and community needs.

NOTE: See implementation section for details on implementation.

EMPLOYABILITY TRAINING RESOURCES

Partial List of Resource Materials

SWEATY PALMS
The Neglected Art of Being Interviewed
by H. Anthony Medley
(paperback)

JOB SEARCH
Strategy for College Grads
The 10-step plan for career success
by Susan Bernard & Gretchen Thompson

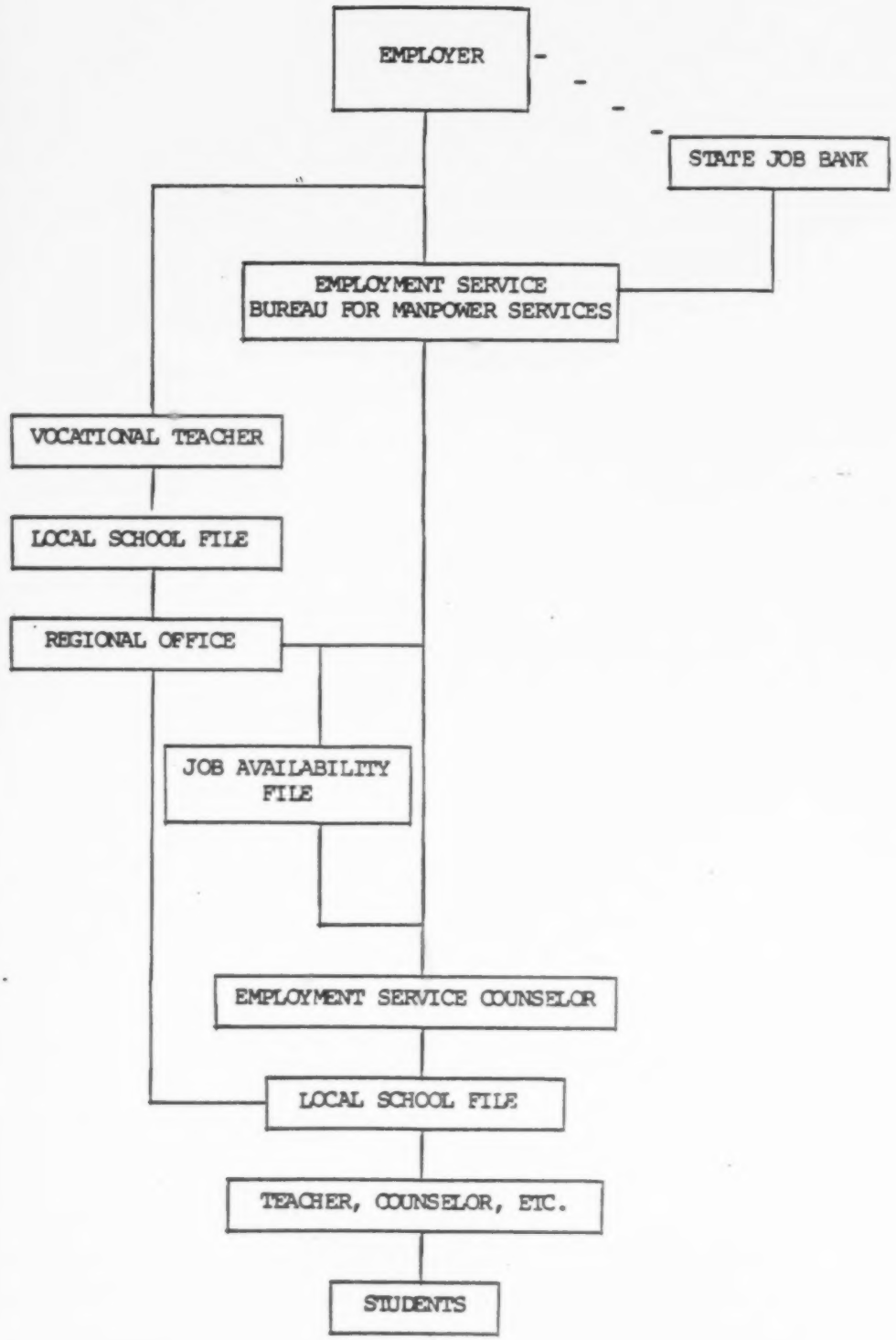
JOB RESUME'S
Revised/Enlarged
by J. I. Biegeleison

POUNDING THE PAVEMENT
EMPLOYMENT SEEKING SKILLS
STUDENT HANDBOOK
by Charles W. Smith, J. C. Atherton,
Alice Geoffray & Janet Gerardi

PREP'S
Job Search Program

PLACEMENT
RESOURCES

JOB AVAILABILITY
INFORMATION FLOW SYSTEM



STUDENT REFERRAL CARD
(Student Availability File)

(Please print)
NAME: _____

ADDRESS: _____
Street or Rural Route City

_____
State Zip Code Phone

AGE: ____ BIRTHDATE: _____ SOCIAL SECURITY NO.: _____

Do you have available transportation to and from work? ☐ yes ☐ no

Other person who can locate you: _____

Address: _____ Phone: _____

Vocational Program Area: _____ Specific Course: _____

List competencies measured or describe maximum skill level achieved: _____

_____

_____

_____

☐ Continuing Education _____
School Area of Study

☐ Military Service _____
Branch

☐ Not interested in employment _____
Student's Signature

_____

ON REVERSE SIDE OF CARD

Referred to	Date	Interviewed		Employed		Student Refused Job	Employer Refused Student	Reason
		Yes	No	Yes	No			

JOB PLACEMENT SYSTEM

Job Availability Report

School:_____ Date:_____

Employer's Name	Contact Person	Job Description	Date Available

JOB ORDER
(Job Availability File)

Name of Company: _____

Address: _____
(Street or Rural Route) (City)

_____
(State) (Zip Code)

Phone No: _____
(Area Code and Number)

Job Title: _____

Job Description: _____

_____

_____

Approximate No. Hours Per Week: _____ No. of Days per Week: _____

Date Job Will Be Available: _____

Person to Contact: _____

_____

REFERRAL RECORD

Name	Date	Referred by	Interviewed		Employed		Student Refused Job	Employer Refused Job	Reason
			Yes	No	Yes	No			

STUDENT REFERRAL CARD
(Student Availability File)

(Please print)

NAME: _____

ADDRESS: _____
Street or Rural Route City

_____
State Zip Code Phone

AGE: ____ BIRTHDATE: _____ SOCIAL SECURITY NO.: _____

Do you have available transportation to and from work? ☐ yes ☐ no

Other person who can locate you: _____

Address: _____ Phone: _____

Vocational Program Area: _____ Specific Course: _____

List competencies measured or describe maximum skill level achieved: _____

_____

_____

_____

☐ Continuing Education _____
School Area of Study

☐ Military Service _____
Branch

☐ Not interested in employment _____
Student's Signature

_____

ON REVERSE SIDE OF CARD

Referred to	Date	Interviewed		Employed		Student Refused Job	Employer Refused Student	Reason
		Yes	No	Yes	No			

FOLLOW-UP
RESOURCES

As the strategies described in this handbook are implemented in the Vocational Technical Schools of Louisiana, it is hoped that those instruments developed by the individual schools will be shared to serve as a resource for the entire state. Attached is a mailer that is currently being used by Young Memorial Vo-Tech in student placement follow-up.

Name _____

Social Security No. _____

Program Title _____

Employment Follow-Up Form

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the federal government.

You can render a vital service to vocational-technical education in Louisiana by providing information about the employee whose name is listed above. The results of this survey will be used in evaluating the programs of vocational education at Young Memorial Vocational Technical School. The information which we are requesting will be held in strict confidence. Neither you, the employee, nor the organization will be identified in the final report of this study.

Please take a few minutes and complete the following items. The complete form is to be returned, just fold your address to the inside to expose the school's address and stamp. Thank you for your thoughtful attention to this questionnaire.

Please answer the following questions:

1. VOCATIONAL TRAINING EVALUATION
Please rate the vocational training received by the individual in the following areas:

a. Technical knowledge Very good ___ (5)
Good ___ (4) Average ___ (3) Poor ___ (2)
Very poor ___ (1)

b. Work attitude: Very good ___ (5) Good ___ (4)
Average ___ (3) Poor ___ (2) Very poor ___ (1)

c. Work quality: Very good ___ (5) Good ___ (4)
Average ___ (3) Poor ___ (2) Very poor ___ (1)

2. OVERALL RATING
What is your overall rating of the vocational training received by the following areas:

___ (5) Very good ___ (4) Good ___ (3) Average
___ (2) Poor ___ (1) Very poor

3. RELATIVE PREPARATION
As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her group who did not receive the same training?

___ No basis for comparison.
___ (3) Individual is better prepared.
___ (2) Both are about the same.
___ (1) Individual is less prepared.

4. The quality of the employee's work.
___ Above average ___ Average
___ Below average

5. The quantity of the employee's work.
___ Above average ___ Average
___ Below average

6. Punctuality: ___ Above average ___ Average
___ Below average

7. Work attendance: ___ Above average
___ Average ___ Below average

8. Is this person currently employed by your firm? If no, indicate the employee's reason for leaving.

___ Yes ___ No

Comments: _____

_____

_____

9. Did you know when you hired this employee that he or she was a graduate of Young Memorial?

___ Yes ___ No

10. Additional comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NAME AND TITLE OF PERSON COMPLETING THIS FORM

_____
Name

_____
Title

THANK YOU FOR COMPLETING THIS FORM!

YOUNG MEMORIAL VO-TECH SCHOOL
P. O. Box 2148
Morgan City, LA 70381

AFFIX STAMP HERE

OFFICE OCCUPATIONS

TRADES & INDUSTRIAL OCCUPATIONS

HEALTH OCCUPATIONS

A School Oriented To Student and Industry Needs

YOUNG MEMORIAL VO-TECH SCHOOL
P. O. Box 2148
Morgan City, LA 70381

AFFIX STAMP HERE

TO: _____

_____

_____